



1995-96 KIRIS OPEN-RESPONSE ITEM SCORING WORKSHEET

Grade 4 — Practical Living/ Vocational Studies Question 4

The academic expectation addressed by this item includes:

2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.

The core content assessed by this item includes:

- Many tasks can be more efficiently completed when cooperative team skills are used.

4. Team Leader for Class Project

You would like to be chosen as a team leader for a class project. Think about what you want the team to know about you. Describe three of your strengths that you would want to tell you team. Explain why each of these strengths is important.

SCORING GUIDE

Score	Description
4	Gives 3 strengths and 3 developed explanations.
3	Gives 3 strengths and 3 explanations, less well-developed.
2	Gives 2 strengths and 2 explanations. OR Gives 3 strengths with general explanation. OR Gives 3 strengths with 1 or 2 explanations
1	Attempts to give strengths and/or explanations.
0	Response is incorrect or irrelevant.
Blank	Blank/no response.

Explanation must have some bearing on importance to team.



KIRIS ASSESSMENT ANNOTATED RESPONSE GRADE 4 PRACTICAL LIVING/VOC. STUDIES

Sample 4-Point Response of Student Work

Student gives three personal strengths which would qualify him/her to be a leader.

If I wanted to be a leader to class project, I would tell my classmates that I am hard working, not hard to work with, and that I am good at explaining things. The reason why being a hard worker is important is because if you are a hard worker then you can find lots of information to help get the job done. The reason why not being hard to work with is important is because you want to be able to stand your leader. The reason why that being able to explain things is important is because if someone in my group does not understand a question and I do, I can explain it to them.

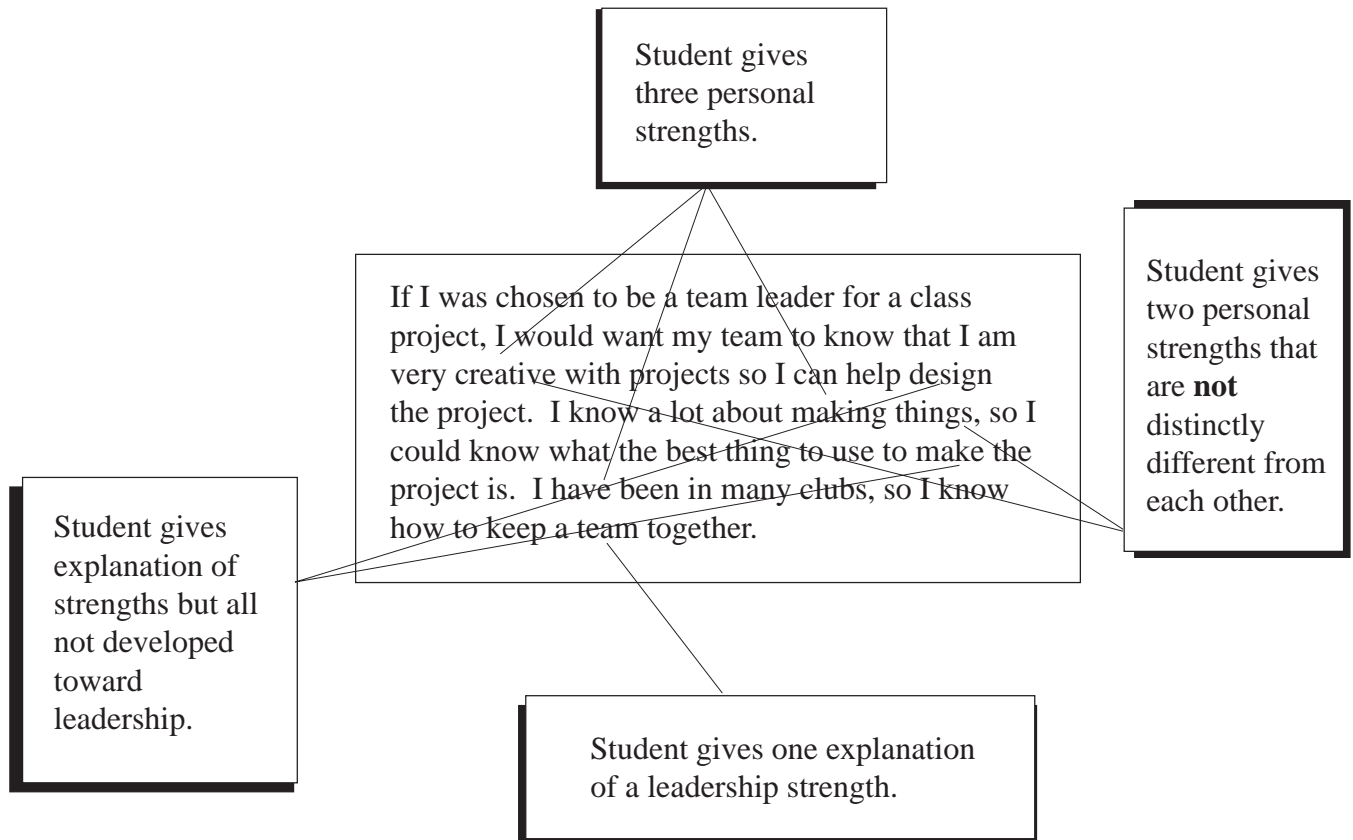
Student indicates in response that working together on project helps get the job done.

Student develops explanations of three personal strengths important to the team's success.



KIRIS ASSESSMENT ANNOTATED RESPONSE GRADE 4 PRACTICAL LIVING/VOC. STUDIES

Sample 3-Point Response of Student Work





KIRIS ASSESSMENT ANNOTATED RESPONSE GRADE 4 PRACTICAL LIVING/VOC. STUDIES

Sample 2-Point Response of Student Work

Student provides general explanations about strengths.

Student gives three personal strengths.

The thing I would tell the team is I nice and I don't boss people around and I'm not going to pick the people I think is cool and nobody else. These strengths are important because if your not treat people nice and not being fair then they won't want to be your friend because your not nice are fair.

Explanation is **not** directly related to success of the team.

Sample 1-Point Response of Student Work

Student attempts to list strengths.

I am good at my job. I will do my job. I like my job. I would have people help me.

Student does not give an explanation of strengths.

Sample 0-Point Response of Student Work

I would want them to now my name so that they could talk to me. My phone number so they could call and talk to me and my address so they could come to my house.

Student's response is not relevant to leadership skills or team success.

INSTRUCTIONAL STRATEGIES

Team Leader for Class Project

Students brainstorm roles of cooperative team members and leadership skills needed to efficiently complete a group task. Students determine what personal strengths they have to contribute to the completion of the group task.

Invite the president of a student organization from the middle school or high school to speak to the class on qualities of a leader, why each quality is important and what being a leader of a student organization has done for him/her.

Students observe another group of students participating in a project or task. Note roles and responsibilities of team members. Observe the group to determine if any student takes a leading role. Identify skills they use in this role.

Students select a famous leader and research, using the computer or the library, to determine strengths that helped him/her to become a leader. Record findings. Report to class.

Students participate in a school service project. Keep a journal of activities completed during the project. Record the team and leadership skills used/needed to complete a task and the project. Identify personal strengths that are used in participating in the project.

References

Transformations: Kentucky's Curriculum Framework, Volume I, Academic Expectation 2.37, pp. 208-211.
Volume II, "Teaching/Assessment Strategies," Cooperative Learning, p. 93, Self-assessment/Reflection, pp. 107-108.